

STATE EDUCATION PROGRAMS FOR ENGLISH LEARNERS (ARS 15-752 TO 755 & R7-2-306)

The LEA provides Sheltered English Immersion or Bilingual Education Programs for English Learners.

LEA:

DATE:

ADE TEAM:

ACCEPTABLE EVIDENCE	SUGGESTED INTERVIEW QUESTIONS
<div data-bbox="132 313 548 375"> <input type="checkbox"/> Student enrollment records <input type="checkbox"/> Home Language Surveys </div> <div data-bbox="132 735 653 855"> <input type="checkbox"/> Language Proficiency Assessments <input type="checkbox"/> Current list of PHLOTE students <input type="checkbox"/> Current list of English learners <input type="checkbox"/> _____ </div> <div data-bbox="132 889 277 914"> <p>Comments:</p> </div>	<div data-bbox="1062 313 1961 375"> <p>1. What process do you use to identify English learners? (State Board Rule R7-2-306 B)</p> </div> <div data-bbox="1108 401 1940 548"> <p>The primary home language of all students shall be identified by the student's parent or legal guardian on enrollment forms and on the home language survey. A student shall be considered as a PHLOTE student if the home language survey indicates that any of the following are true:</p> </div> <div data-bbox="1108 579 1883 701"> <ul style="list-style-type: none"> • The primary language used in the home is other than English. • The language most often spoken by the student is other than English. • The student's first acquired language is other than English. </div> <div data-bbox="1062 729 1961 790"> <p>2. What process do you use to assess English language proficiency? (State Board Rule R7-2-306)</p> </div> <div data-bbox="1108 816 1961 1122"> <ul style="list-style-type: none"> • PHLOTEs K-1 students shall be administered an oral English language proficiency test approved by the Superintendent of Public Instruction. Students who score below the publisher's designated score for fluent English proficiency shall be classified as English learners. • PHLOTEs 2-12 shall be administered the oral, reading, and writing English language proficiency tests approved by the Superintendent of Public Instruction. Students who score below the publisher's designated score for fluent English proficiency shall be classified as English learners. </div> <div data-bbox="1108 1148 1961 1268"> <p>The only proficiency tests approved by the Superintendent of Public Instruction are the following. All four tests have oral, reading and writing components. The entire battery of oral, reading, and writing must be of the same publisher.</p> </div> <div data-bbox="1108 1295 1915 1421"> <ul style="list-style-type: none"> • Language Assessment Scales (LAS) • IDEA Proficiency Test (IPT) • Woodcock Munoz Language Survey (WMLS) • Woodcock Language Proficiency Battery Revised (WLPB-R) </div>

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<div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> Course descriptions</div> <div><input type="checkbox"/> Classroom observation</div> <div><input type="checkbox"/> Student's class schedules</div> <div><input type="checkbox"/> Student's academic file</div> <div><input type="checkbox"/> Evidence of curriculum alignment</div> <div><input type="checkbox"/> Personnel records</div> <div><input type="checkbox"/> Board policy</div> <div><input type="checkbox"/> SEI program is implemented</div> </div>	<p>3. What types of programs for English learners are currently in practice in your LEA? (ARS 15-751-753 and State Board Rule 7-2-306 F)</p> <p>ESL or Individual Education Plans (IEPs) are no longer allowable program options.</p> <p>Two program options for English learners under the revised statutes:</p> <p>a) “Sheltered English Immersion” or “Structured English Immersion” (SEI) means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. (ARS 15-751)</p> <p>b) “Bilingual Education/Native Language Instruction” means a language acquisition process for students in which much or all instruction, textbooks, or teaching materials are in the child's native language other than English. (ARS 15-751)</p> <p>The LEA must also meet the requirements for Structured English Immersion programs and/or Bilingual education programs through the following: (State Board Rule 7-2-306 F)</p> <ul style="list-style-type: none"> • Daily instruction in English language development. • Instruction that is appropriate to the level of the student's English proficiency. • English language instruction shall include listening and speaking skills, reading and writing skills, and cognitive and academic development in English.

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<div data-bbox="132 751 961 992"> <input type="checkbox"/> Bilingual Education waivers <input type="checkbox"/> Course descriptions <input type="checkbox"/> Class rosters <input type="checkbox"/> Oral language assessment data <input type="checkbox"/> Standardized test of English (comprehension, reading, writing) <input type="checkbox"/> Student files <input type="checkbox"/> Student reassessment data <input type="checkbox"/> Procedures in place for Bilingual Program with waivers. </div>	<ul style="list-style-type: none"> • Instruction in basic subject areas under the course of study adopted by the State Board, pursuant to R7-2-301 and R7-2-302, that is understandable and appropriate to the level of academic achievement of the English learner and is in conformity with accepted strategies for teaching English learners. • The curriculum incorporates the Board's Academic Standards. • Instruction is in conformity with accepted strategies for teaching English learner students. • Instruction is comparable in amount and scope and quality to that provided to English proficient students. • Compensatory instruction is offered to assist English learners in achieving the Academic Standards. • A written plan/documentation of the compensatory instruction provided is kept in the student's academic file. <p>4. What process do you use to determine the need for Bilingual Education programs? (ARS 15-753)</p> <p>Bilingual Education programs are required in individual schools in which 20 students or more of a given grade level receive a waiver. In all other cases, such students must be permitted to transfer to a public school in which such a class is offered. The process includes the following:</p> <ul style="list-style-type: none"> • The child's parent or legal guardian personally visits the school to apply for the waiver. • Parent or legal guardian is provided a full description of the educational materials to be used in the different educational program choices and all educational opportunities available to the child. • Parent or legal guardian submits a written waiver request annually. <p>The circumstances in which a parental exception waiver may be applied for Bilingual programs are as follows:</p>

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	<ol style="list-style-type: none"> 1. Children already know English - the child already possesses good English language skills: <ol style="list-style-type: none"> a) Measured by an oral evaluation or; b) A standardized test of English vocabulary comprehension, reading, and writing. 2. Older children - the child is age 10 years or older. <ol style="list-style-type: none"> a) Principal and educational staff recommend alternate course of study. 3. Children with special individual needs – the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of study would be better suited to the overall development and rapid acquisition of English. <ol style="list-style-type: none"> a) The child is placed, for no less than 30 calendar days during that school year, in an English language classroom. b) Principal and staff recommend an alternate course of study based on the child's special needs. c) A 250-word statement documenting the child's needs is placed in the child's official school records. d) The waiver application contains authorizing signatures of the principal and LEA superintendent. e) The waiver process is established and reviewed by the school board. f) The parents are fully informed of their right to refuse to agree to a waiver granted under these circumstances. g) Teachers and districts may reject waiver without explanation or legal consequence.

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<div style="margin-bottom: 20px;"> <input type="checkbox"/> Personnel records <input type="checkbox"/> Certification/Endorsement records (256 ESL endorse teachers) <input type="checkbox"/> Professional Development logs <input type="checkbox"/> Workshop agendas <input type="checkbox"/> Inservice sign-in sheets <input type="checkbox"/> _____ </div> <div> <input type="checkbox"/> Reassessment data <input type="checkbox"/> Reassessment instruments <input type="checkbox"/> Reclassification data <input type="checkbox"/> Policy/procedures for monitoring academic progress of reclassified students <input type="checkbox"/> Re-enrollment data <input type="checkbox"/> Policy/procedures regarding compensatory education <input type="checkbox"/> </div>	<p>5. To what degree are certified/qualified and/or endorsed/trained teachers used to support the programs offered to English learners?</p> <p>LEAs must ensure that teachers and paraprofessionals working with English learners have appropriate endorsements and/or necessary training to successfully apply their knowledge and skills in the classroom to the benefit of the English learners.</p> <p>6. What type of professional development is available for staff to support them in their instruction of English learners?</p> <p>LEAs must ensure that teachers and paraprofessionals working with English learners have appropriate training to successfully apply their knowledge and skills in the classroom to the benefit of the English learners.</p> <p>7. What process do you use to reclassify students as English proficient? (R7-2-306 G)</p> <p>English learners may be reassessed for reclassification at any time, but shall be reassessed for reclassification at least once per year.</p> <p>To be reclassified, a student must meet the follow criteria:</p> <ul style="list-style-type: none"> • English learners in kindergarten or first grade shall be reassessed with the oral test of the same English language proficiency test used for initial assessment. Students who score at or above the test publisher's designated score for English proficiency shall be reclassified as Fluent English Proficient (FEP). • English learners in grades 2-12 shall be reassessed with the oral, reading and writing English language proficiency tests used for initial assessment. Students who score at or above the test publisher's designated score for English proficiency in all of the tests shall be reclassified as FEP. • Teachers must be notified that a student has been reclassified. • Parents must be notified that their child has been reclassified.

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<div data-bbox="134 293 590 386"> <input type="checkbox"/> English Proficiency test scores <input type="checkbox"/> AIMS test scores <input type="checkbox"/> Stanford 9 test scores </div> <div data-bbox="134 446 279 472"> Comments: </div>	<div data-bbox="1062 293 1934 354"> 8. What are your responsibilities toward evaluation of FEP students after exit from English learner programs? (R7-2-306 I) </div> <div data-bbox="1110 386 1881 475"> <p>After a student has been reclassified as FEP, the student shall be evaluated yearly for the next 2 years to determine if the student is performing satisfactorily.</p> </div> <div data-bbox="1110 509 1965 1247"> <ul style="list-style-type: none"> • In evaluating a student's reading and writing skills, the LEA shall use any of the English language proficiency tests approved by the Superintendent of Public Instruction (listed in Q#2). In order to be performing satisfactorily in reading and writing skills, the student shall score at or above the proficiency scores established by the Superintendent of Public Instruction. • In evaluating an exited student's mathematics skills and content mastery, the LEA shall use either the AIMS test or the nationally standardized norm-referenced achievement test (Stanford 9). If the AIMS test is used, in order to be performing satisfactorily, the student shall meet or exceed the minimum competency standards adopted by the State Board. If the national standardized norm-reference achievement test is used, in order to be performing satisfactorily, the student shall score at or above the proficiency scores established by the Superintendent of Public Instruction for that test. • Scores shall also be compared to the scores of other students of the same age or grade level within the state to determine whether the student is performing satisfactorily. • Exited students who are not performing satisfactorily, subject to parental consent, may be: <ul style="list-style-type: none"> a) re-enrolled in an English learner program or; b) given compensatory instruction designed to correct the skill or knowledge deficits indicated by the reassessment results. </div>

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<div style="margin-bottom: 20px;"> <input type="checkbox"/> Policy/procedures regarding compensatory education <input type="checkbox"/> Course descriptions <input type="checkbox"/> Summer school class offerings <input type="checkbox"/> Tutoring opportunities <input type="checkbox"/> After school classes <input type="checkbox"/> Attendance logs <input type="checkbox"/> Student Academic File </div> <div> <input type="checkbox"/> Curriculum Aligned to Arizona Academic Standards (R7-2-302) <input type="checkbox"/> Student School Plan <input type="checkbox"/> Staff records <input type="checkbox"/> Educationally sound and scientifically researched programs <input type="checkbox"/> Academic achievement of exited English learners <input type="checkbox"/> Student academic file </div>	<p>9. What type of compensatory instruction is available in your district? (R7-2-306)</p> <ul style="list-style-type: none"> Compensatory instruction means instruction given in addition to regular classroom instruction, extended day classes, summer school or intersession school. Written plan/documentation of the compensatory instruction provided will be kept in the student's academic file. <p>10. How are the programs offered by the LEA designed to meet the academic needs of the English learner?(R7-2-306)</p> <ul style="list-style-type: none"> Curriculum is aligned to Arizona Academic Standards. Curriculum follows Arizona Course of Study requirements (R7-2-301 & R7-2-302). Instruction is provided by certified/qualified and/or endorsed/trained teachers. Instruction is educationally sound and scientifically research based. Academic achievement of exited students is monitored during each of two years after exit. Compensatory instruction is provided to students who are not demonstrating academic proficiency. <p>REVIEWERS' ASSESSMENT:</p> <div style="margin-top: 10px;"> <input type="checkbox"/> Substantial Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance </div>